DOCUMENT RESUME

ED 079 340 TM 002 939

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TITLE The Valett Stanford-Binet L-M Profile for Teachers.
NOTE 5p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Educational Diagnosis; *Profile Evaluation; *Student Evaluation; Technical Reports; *Test Construction
IDENTIFIERS *Valett Stanford Binet L M Profile

ABSTRACT

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THE VALETT STANFORD-BINET L-M PROFILE FOR TEACHERS

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Abstract

A modified Valett Profile for the Stanford-Binet (L-M) was presented. Teachers are not overly impressed with test reports. A clinical profile that lends itself to rapid visualization may help. Theoretically, a teacher could develop a specific curriculum at a specific level for an individual child to include the construct categories subsumed by Valett.

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Teachers are not overly impressed with test reports which are too short or too long, too concrete or too abstract, too parsimonious or too complex, ad infinitum. A clinical profile that lends itself to rapid visualization may help to alleviate some of the problem. Therein the psychological background can be related to the educational foreground. Terman and Merrill (1960) did not specifically develop such a profile. Valett (1963-64) did. He listed test-construct categories and their item levels. This procedure though questionable from the standpoint of science and psychology, can be very useful from the standpoint of art and education. The profile presented herein is a re-arranged, modified, and elaborated Valett profile (1963-64) which theoretically can be helpful to a teacher in programming a child. Theoretically, a teacher could develop a specific curriculum at a specific level for an individual child to include the construct categories subsumed by Valett (1963-64) for the Stanford Binet L-M. This could enhance the teaching-learning interaction. This profile is recommended to school psychologists, counselors, and teachers.

REFERENCES

Terman, L. M., and Merrill, Maud A. Stanford-Binet Intelligence Scale. Boston: Houghton Mifflin, 1960. Newly normed in 1973.

Valett, R. E. A clinical profile for the Stanford-Binet. Journal of School Psychology, 1963-64, 2, 49-54. Copyright, 1965. Consulting Psychologists Press, Palo Alto, California

INDIVIDUAL PROFILE

STANFORD BINET L-M — ITEM CLASSIFICATION

Client's Name: CA: MA: IQ: School: Grade: Date:

Test Constructs	YEAR	2	2-6	3	3-6	4	4-6	5	6	7	8	9	10	11	12	13	14	AA	SA-I	SA-II	SA-III
General Comprehension: The ability to conceptualize and integrate components into a meaningful total relationship.		3 A	1 2 6		6	4 6	4 6 A			1 2 4	4 5 A			6	3	4	5 6	3 5 6 7	6 A	3 5	2 4
Visual-Motor Activity: The ability to manipulate materials in problem solving situations, usually requiring integration of visual and motor skills.		1 4	A	1 3 5 6	2 5			1 2 4 6 A	6	3	1 3	2	1	A	A			A			
Arithmetic Reasoning: The ability to make appropriate numerical associations and deal with mental abstractions in problem solving situations.									4		5						4 A	2 4	2	4	5
Memory & Concentration: The ability to retain, requiring motivation as well as attention.		2	5	4 A		2 A	5			6 A	2 6	3 6	6	1 4	4 A	3 6			4	6	6
Vocabulary & Verbal Fluency: The ability to correctly use words in association with concrete or abstract material; to understand words and verbal concepts.		5 6	3 4	2	4	1		3	1 A		1	4 A	1 3 5	3	1 5 6	2 5	1	1 3 3	1 3 5	1	1 3 A
Judgment & Reasoning: The ability to comprehend and respond appropriately in specific situations requiring discrimination, comparison, and judgment in adaptation.			1		1 2 3 A	3 4 5	1 2 3 A	5 6	2 3 5 A	1 2 4 5	3 4	1 2 4	2 4 A	2 5 6 A	2 3	1 4 5 A	2 3 4 5 6 A	2 3 6 7 A	2 6 A	2 4 5 6 A	3 4 5 6 A

C.A. means Chronological Age, i.e., actual age or life age, in years and months; M.A. means Mental Age, i.e., developmental age, in years and months; I.Q. means Intelligence Quotient, e.g., MA/CA x 100.

Basal means the year or half-year level where all subtests are passed; subtests are assumed passed below basal. Maximal means the year or half-year level where all subtests are failed; subtests are assumed failed above maximal. Straight vertical lines are drawn through the basal and maximal levels.

Subtests with a check (✓) superimposed on them were passed. Only the subtests above the basal and below the maximal are so indicated. Subtests above the basal and below the maximal that are not checked have been failed. "A" subtests are alternates and are not usually administered.

AA means Average Adult; SAI means Superior Adult I; etc.

Adapted from: Valett, Robert E. Journal of School Psychology, 1963-64, 2, 49-54.

INDIVIDUAL PROFILE

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	A	2			6	6			2	5						6	5	A	5	4
		6				A			4	A							6 7			
Visual-Motor Activity: The ability to manipulate materials in problem solving situations, usually requiring integration of visual and motor skills.	1	A	1	2			1	6	3		1	2	1	A	A		A			
	4		3	5			2				3									
			5				4													
			6				6 A													
Arithmetic Reasoning: The ability to make appropriate numerical associations and deal with mental abstractions in problem solving situations.								4			5					4	2	2	4	5
																A	4			
Memory & Concentration: The ability to retain, requiring motivation as well as attention.	2	5	4		2	5			6	2	3	6	1	4	3			4	6	6
			A		A				A	6	6		4	A	6					
Vocabulary & Verbal Fluency: The ability to correctly use words in association with concrete or abstract material; to understand words and verbal concepts.	5	3	2	4	1		3	1		1	4	1	3	1	2	1	1	1	1	1
	6	4						A			A	3		5	5		3	3		3
												5		6			8	5		A

	2	2-6	3	3-6	4	4-6	5	6	7	8	9	10	11	12	13	14	AA	SA-I	SA-II	SA-III
Judgment & Reasoning: The ability to comprehend and respond appropriately in specific situations requiring discrimination, comparison, and judgment in adaptation.	1			1	3	1	5	2	1	3	1	2	2	2	1	2	2	2	2	3
				2	4	2	6	3	2	4	2	4	5	3	4	3	3	6	4	4
				3	5	3		5	4		4	A	6		5	4	6	A	5	5
				A		A		A	5				A		A	5	7		6	6
																6	A		A	A
																A				

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